New York Arts

General Music: Grade K

Adopted 2017

Creating

1 Generate and conceptualize artistic ideas and work.

1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

a. With guidance, explore and experience music concepts (such as beat and melodic contour). MU:CR1.1.K.A

b. With guidance, generate musical ideas such as movements or motifs). MU:CR1.1.K.B

2 Organize and develop artistic ideas and work.

2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.

a. With guidance, demonstrate and select favorite musical ideas. MU:CR2.1.K.A

b. With guidance, organize personal musical ideas, using iconic notation and/or recording technology. MU:CR2.1.K.B

3 Refine and complete artistic work.

3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

a. With guidance, apply personal, peer, and teacher feedback in refining musical ideas. MU:CR3.1.K.A

3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication

a. With guidance, demonstrate a final version of musical ideas to peers. MU:CR3.2.K.A

Performing

4 Select, analyze, and interpret artistic work for presentation.

4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context of a performance influence the selection of repertoire.

a. With guidance, demonstrate and state personal interest in varied musical selections provided by the teacher. MU:PR4.1.K.A

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4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of same/different) in a variety of in music selected for performance. performance. performance. music selected for performance. elements of music are elements of music are music selected for performance. MU:PR4.2.K.A

4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.

a. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent. MU:PR4.3.K.A

5 Develop and refine artistic techniques and work for presentation.

5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

a. With guidance, apply personal, teacher, and peer feedback to refine performances. MU:PR5.1.K.A

b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music. MU:PR5.1.K.B

c. Respond appropriately to aural and visual cues. MU:PR5.1.K.C

6 Convey meaning through the presentation of artistic work.

6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.

a. With guidance, perform music with expression. MU:PR6.1.K.A

b. Perform appropriately for the audience. MU:PR6.1.K.B

c. Respond appropriately to aural and visual cues. MU:PR6.1.K.C

Responding

7 Perceive and analyze artistic work.

7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

a. With guidance, list personal interests and experiences and demonstrate why they prefer some teacher-provided music selections over others. MU:RE7.1.K.A

7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

a. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. MU:RE7.2.K.A

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nterpret meaning in artistic work.

8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

a. With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. MU:RE8.1.K.A

9 Apply criteria to evaluate artistic work.

9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

a. With guidance, apply personal and expressive preferences in the evaluation of music. MU:RE9.1.K.A

Connecting

10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.

a. Explore and imitate sounds found in the environment. MU:CN10.1.K.A

b. Imagine and describe places, times, and reasons for making and listening to music. MU:CN10.1.K.B

c. Illustrate musical ideas through movements (such as dramatizations of books or stories). MU:CN10.1.K.C

d. Manipulate music concepts (such as tempo and dynamics) in order to express ideas. MU:CN10.1.K.D

11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

11.1 Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.

a. Explore folk music from a music from a variety of cultures. MU:CN11.1.K.A

b. With guidance, discuss preferences for varied musical styles and repertoire. MU:CN11.1.K.B